



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

are little men and women, reappears in a new form in the asseverations of certain present-day psychologists, that the processes of the child's mind find their complete expression in terms of their *relation* to those of the normal human adult.

In general, it may be said that the spirit and aim of the book furnish a stimulus in the right direction. The author provides a list of books and journals, and at the end of each chapter a list of suggestive readings, the majority of which should furnish a point of departure, if not a point of entrance, to a more extended study of the subject than the text aspires to. It ought to prove a valuable handbook, if wisely manipulated by the instructor, for elementary students of education of some of the best things in child-study.

D. P. MACMILLAN.

CHICAGO.

---

*The Child: His Thinking, Feeling and Doing.* By AMY ELIZA TANNER  
Chicago: Rand, McNally & Company. Pp. 430.

This book is, in fact as in purpose, the work of one who has attempted to collate "the mass of material which has accumulated on child-study." Its object, the author tells us, is "to outline what has been done, to show breaks in the outline, and to point out places for future work." In pursuance of this end there is a sort of rough adherence to the subtitle of the text, each function treated not necessarily as exclusive of the others.

The physical nature of the child is discussed under the captions, "Growth of the Body," a less well-named chapter on "Abnormal Bodily Conditions," and some ten chapters later the subject is reverted to specifically again under the title "Growth in Control of the Body." Throughout this treatment of the physical nature there is a more or less successful attempt to correlate physical and mental development.

The subject of his psychical development is sketched, on the intellectual side, under the rubrics "Sensation," "Perception," "Memory," "Imagination," "Conception," and "Reasoning," and on the affective side this growth is traced through "Feelings," "Emotions," and "Sentiments." Then follows a third step, which attempts to "trace the expressions of his thoughts and feelings in his instinctive actions, in his speech and imitation, and in his play, drawing, and music." To sketch the plan in outline, the subject-matter of the text is presented, not under the headings "Thinking," "Feeling," and "Doing," but rather in the following topics: the physical growth of the child, his mental development, and, lastly, the movements by means of which the child expresses this mental life. This order of presentation some might think not specially adapted to do justice to the facts nor to the students of these data. There are certain chapters that deserve special mention, some because of their merit, such as those treating of "Memory," "Imagination," "Conception," and "Reasoning," and the chapter on the various forms of "Movements;" and others, especially those chapters that deal with the so-called physical nature of the child, that might, with advantage, be replaced in the text or even rewritten.

The author gives at the end of each chapter a number of references, which are more or less pertinent to the topics discussed, and which ought to prove serviceable in corroborating or correcting the citations made, or in carrying the student beyond to a more complete consideration of what has been learned about child-nature and child-education.

It is difficult to determine the class of readers to whom the book is adapted. In the hands of parents, or in certain types of educational clubs, it ought to prove ser-

viceable, but the serious student of the subject-matter, conversant with the genetic method of procedure nowadays dominant in dealing with all things mental, who turns to this for an adequate summary of the leading facts of child-study may feel a certain degree of disappointment at the species of data collected or at their co-ordination.

D. P. MACMILLAN,

*Director of Department of Child-Study and Pedagogical Investigation.*

CHICAGO PUBLIC SCHOOLS.

---

*The Elements of Rhetoric and Composition.* By ASHLEY H. THORNDIKE, Professor of English Literature in Northwestern University. New York: The Century Co., 1905. Pp. 340.

*Elementary English Composition for High Schools and Academies.* By FREDERICK HENRY SYKES, Teachers College, Columbia University. New York: Charles Scribner's Sons, 1905. Pp. 328.

The mere fact that a book on English composition is "not analytic, but creative," will hardly account for its publication in these days, when many teachers have been earnestly striving to stimulate, rather than repress, and have been using textbooks inspired with the same purpose. That battle has been won. A new book must now find its justification, not only in being "constructive," but in being effective. The greatest present need in English teaching in the secondary school, in composition as well as in literature, is that of simplicity and modesty. A very few things of primary importance should be put before the pupil as clearly as possible; the rest is simply the practice of expression until he can write simple prose reasonably well. It is easy to talk of attaining much more than this, and easier to attain enormously less. To reach this end is to be effective.

It is the clear perception of this truth, first of all, which makes Professor Thorndike's book very valuable. It is quite possible to criticise it. Though the chapters may be read in any order, as the author suggests, there is no obvious reason for beginning in the middle of the subject, and it is just that to begin with the paragraph. It is partly on account of this arrangement that this book, like most books since the coming of "Scott and Denney," tends to give the impression that compositions are made by the addition of paragraphs, instead of the knowledge that paragraphs are made by the logical division of the theme, or the subject. And though the treatment of the sentence, while less formal than usual, is in general excellent, it is with surprise that one finds only the slightest hint of warning against the comma blunder, or the amputated subordinate clause. Apparently young people in the northern suburbs of Chicago are not beset by some of the worst foes of those in other places. So perhaps a slip of this particular kind in p. 40 of the text will not always and everywhere become a dangerous example. But the possible faults may be corrected by an intelligent teacher, while the merits of the book are convincing. It gives good advice about writing, in a way which must seem to the pupil clear and interesting. In some ways Professor Thorndike has, as he tells us, profited by the best of many books on composition. Indeed, it is odd that he omits from his list some which are most like his in purpose and in method. But Professor Thorndike may cheerfully concede something in the matter of originality, when the more important quality of usefulness is so well assured. The "exercise" at the end of each chapter, designed to give an inductive